

Design and Technology		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	I can use my own ideas.	I can use my own ideas.	I can think of an idea and plan what to do next.	I can design a product and make it look attractive for the customer.	I can use ideas from other people when designing.	I can come up with a range of ideas after collecting information from different sources.	I can use market research to inform my plans and ideas.	
	I can draw what I would like to make	I can make a simple drawing plan before I make something.	I can begin to add labels about the materials to my plan.	I can prove that my design meets some set criteria.	I can produce a plan and explain it.	I can produce a detailed step-by-step plan.	I can justify my plans in a convincing way.	
			I can choose tools and materials and explain why I have chosen them.	My design/plan will include labels. Identifying the materials/ ingredients and colours.		I can explain how a product will appeal to a specific audience.	I can show that I consider culture and society in my plans and designs.	
						I can make a proto type before making a final version.	I can produce a details step-by-step plan. Including detailed labels. I can work within a budget	
Evaluate	I can play with my design to see if it works.	I can explain to someone else if my product worked.	I can explain what went well with my work.	I can evaluate my product against the criteria.	I can evaluate and suggest improvements to my design.	I can suggest alternative plans, outlining the positive features and draw backs.	I show that I can test and evaluate my products.	
	I can change my design to make it better.	I can work with a partner to say what is good about their product.	I can suggest ways that I could make changes to my work to make it better.	I can re plan my design to make adjustments in order to meet the criteria.	I can evaluate products based on both their purpose and appearance.	I can evaluate appearance and function against original criteria.	I can evaluate my product against clear criteria.	
					I can explain how I have improved my original design. I can preserver and adapt my work when my design ideas do not work.	I can use my proto type to inform my choices for my final design.		

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Natural materials (Forest Schools)	<p>Will cover PSED, physical development and communication and language.</p> <p>Children are going to be taught various knots and how to correctly attach tarp.</p> <p>Children will return to the classroom and design their den. (using design skills)</p> <p>Children will return to the classroom and design their den. (using design skills)</p> <p>Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills)</p>	<p>Children are going to be taught various knots and how to correctly attach tarp.</p> <p>Children will return to the classroom and design their den. (using design skills)</p> <p>Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills)</p>	<p>Children are going to be taught various knots and how to correctly attach tarp.</p> <p>Children will return to the classroom and design their den. (using design skills)</p> <p>Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills)</p>	<p>Children are going to be taught various knots and how to correctly attach tarp.</p> <p>Children will return to the classroom and design their den. (using design skills)</p> <p>Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills)</p> <p>Children will then re-design their den.</p> <p>Children will make den in the following lesson again and re-evaluate.</p>	<p>Children are going to be taught various knots and how to correctly attach tarp.</p> <p>Children will return to the classroom and design their den. (using design skills)</p> <p>Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills)</p> <p>Children will then re-design their den.</p> <p>Children will make den in the following lesson again and re-evaluate.</p>	<p>Children are going to be taught various knots and how to correctly attach tarp.</p> <p>Children will return to the classroom and design their den. (using design skills)</p> <p>Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills)</p> <p>Children will then re-design their den.</p> <p>Children will make den in the following lesson again and re-evaluate.</p>	<p>Children are going to be taught various knots and how to correctly attach tarp.</p> <p>Children will return to the classroom and design their den. (using design skills)</p> <p>Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills)</p> <p>Children will then re-design their den.</p> <p>Children will make den in the following lesson again and re-evaluate.</p>

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Cooking and nutrition	See cooking planning	See cooking planning	See cooking planning	See cooking planning	See cooking planning	See cooking planning	See cooking planning
Building Structures	<p>PROJECT – mobile</p> <p>I can cut materials using different tools.</p> <p>I can drill a hole.</p> <p>PD – uses simple tools to effect changes to materials</p> <p>I can paint my design to make it attractive.</p> <p>I make sure that I am being safe when using tools and that I am holding them correctly.</p> <p>Children could also learn how to hammer nails into clay.</p>	<p>PROJECT - My House</p> <p>Children to look at different houses And think about their designs.</p> <p>Children could start by making a frame out of straws.</p> <p>Final product would be a frame made out of wood.</p> <p>Focus on cutting and joining.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>I make sure that I am being safe when using tools</p>	<p>PROJECT – Bird House</p> <p>Step up from My House.</p> <p>Children would make a full bird house using cutting and joining skills but also finishing.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>I can cut materials using different tools. E.g. hand saws.</p> <p>I make sure that I am being safe when using tools and that I am holding them correctly.</p>	<p>PROJECT - Photo Frames</p> <p>I understand how to use the tools correctly and use them safely.</p> <p>Select and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.</p> <p>Select and use a wider range of materials and components including construction materials according to their functional properties and aesthetic qualities.</p> <p>Apply their understanding of how to</p>	<p>PROJECT – How will you store your favourite things?</p> <p>I understand how to use the tools correctly and use them safely.</p> <p>Select and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.</p> <p>Select and use a wider range of materials and components including construction materials according to their functional properties and aesthetic qualities.</p> <p>Apply their understanding of</p>	<p>PROJECT – Baby Mobile</p> <p>I understand how to use the tools correctly and use them safely.</p> <p>Select and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.</p> <p>Select and use a wider range of materials and components including construction materials according to their functional properties and aesthetic qualities.</p> <p>Apply their understanding of how to</p>	<p>PROJECT – Bug Hotel.</p> <p>individual insect house that connects into a frame with others to make a bug hotel.</p> <p>I understand how to use the tools correctly and use them safely.</p> <p>Select and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.</p> <p>Select and use a wider range of materials and components including construction materials according to their functional</p>

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		and that I am holding them correctly.		strengthen, stiffen and reinforce more complex structures.	how to strengthen, stiffen and reinforce more complex structures.	strengthen, stiffen and reinforce more complex structures.	properties and aesthetic qualities.  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
Mechanisms	PROJECT – Moving Toys (spilt Pin toys)  Explore and use mechanisms -	PROJECT - Wacky Windmills  Explore and use mechanisms – wheels  Wheels	PROJECT - Paper Toys/ cars  Explore and use mechanisms - leavers and sliders, axels  Leavers, sliders, axels	PROJECT - Moving Monsters  Understand mechanical systems in their products gears, pulleys leavers.  Gears, pulleys, leavers	PROJECT - How will your animal open its mouth?  Understand mechanical systems in their products gears, pulleys leavers.  Gears, pulleys, leavers	PROJECT – Moving Toys/ buggies  Understand mechanical systems in their products gears, pulleys leavers.  Gears, pulleys, leavers, axels	PROJECT – Fairground  Understand and use electrical systems in their products.  Electric circuits – switches, bulbs, buzzers, motors.
Computer Programming (Link with computing planning)	-	-	-	Apply their understanding of computing to program, monitor and control their products.	Apply their understanding of computing to program, monitor and control their products.	Apply their understanding of computing to program, monitor and control their products.	Apply their understanding of computing to program, monitor and control their products.
Textiles	See textiles planning PROJECT – My Flag	See textiles planning PROJECT – Lets go fly a kite	See textiles planning PROJECT – Hand puppet	See textiles planning PROJECT – patterned blankets – teddy bears picnic.	See textiles planning PROJECT – Pencil cases	See textiles planning PROJECT – Funky Furnishings	See textiles planning PROJECT – Grannies Slippers